

Articulation Methods to Increase Student Understanding in Balaghah Learning

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Article History:

Received:
25 November 2022

Revised:
6 Desember 2022

Accepted:
23 Desember 2022

Keywords:

Articulation Method; Balaghah;
Arabic Language

Kata Kunci:

Metode Artikulasi; Balaghah;
Bahasa Arab

Abstract

The purpose of this study was to describe the application of the articulation learning method, increase students' understanding of the articulation learning method, and find out the supporting and inhibiting factors of the articulation learning method in the Balaghah subject at Hasbullah Bahrul Ulum Tambakberas Islamic Boarding School, Jombang. This research uses a descriptive qualitative approach with the type of field research. Techniques in data collection are used in the form of observation, interviews, and documentation. This study uses data analysis through condensation, presentation, and conclusion. The research results obtained by the researchers showed that (1) the implementation of the articulation learning method in increasing students' understanding at the Hasbullah Bahrul Ulum Tambakberas Jombang Islamic Boarding School went through three stages, namely the initial stage, the core stage, and the closing stage; (2) in increasing the understanding of the students experienced a significant increase, the data was taken from the learning evaluation; (3) factors supporting the implementation of the articulation learning method include supporting infrastructure, namely the completeness of Islamic boarding school facilities and infrastructure, complete learning books, while the inhibiting factors for the implementation of the articulation learning method differ in the characteristics and level of understanding of each student.

Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan penerapan metode pembelajaran artikulasi, meningkatkan pemahaman siswa terhadap metode pembelajaran artikulasi, dan mengetahui faktor pendukung dan penghambat metode pembelajaran artikulasi pada mata pelajaran Balaghah di Pondok Pesantren Hasbullah Bahrul Ulum Tambakberas. Sekolah, Jombang. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan jenis penelitian lapangan. Teknik pengumpulan data yang digunakan berupa observasi, wawancara, dan dokumentasi. Penelitian ini menggunakan analisis data melalui pemadatan, penyajian, dan penarikan kesimpulan. Hasil penelitian yang diperoleh peneliti menunjukkan bahwa (1) penerapan metode pembelajaran artikulasi dalam meningkatkan pemahaman santri di Pondok Pesantren Hasbullah Bahrul Ulum Tambakberas Jombang melalui tiga tahap, yaitu tahap awal, tahap inti, dan tahap akhir. tahap penutupan; (2) dalam peningkatan pemahaman siswa mengalami peningkatan yang signifikan, data diambil dari evaluasi pembelajaran; (3) faktor pendukung penerapan metode pembelajaran artikulasi meliputi sarana dan prasarana pendukung yaitu kelengkapan sarana dan prasarana pondok pesantren, buku pembelajaran yang lengkap, sedangkan faktor penghambat penerapan metode pembelajaran artikulasi berbeda pada karakteristik dan tingkat pemahaman masing-masing siswa.

Introduction

Education has a vital role in human life to achieve their goals in life.¹ To achieve the purpose of quality life, they need sufficient and good knowledge. In this case, they need educational institutions such as Islamic boarding schools to achieve their goals by gaining knowledge through learning.² Participants will be guided and encouraged through the learning process for their growth and development in learning. Education cannot be maintained as it is but is developed to achieve its nobility degree so that schooling can optimally develop and accelerate the intellectuality and spirituality of its human students.³ As Allah says in surah Al-Mujadila verse 11:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ ۚ وَإِذَا قِيلَ انشُزُوا فَانْشُزُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning: O you who believe, when it is said to you: "Make room in the majlis," then make room for it; Allah will make room for you. And if it is said: "Stand up," then stand up; Allah will exalt those who believe among you and those who are given knowledge by degrees. And Allah is Aware of what you do.

Ki Hajar Dewantara (Father of Indonesian National Education) explains the meaning of education. Namely, Education is a demand in the life of the growth and development of a child, meaning that education guides all the forces that exist in children so that they, as human beings, can achieve salvation and the highest happiness in life.⁴ Meanwhile, according to John Dewey, Education is a process of forming emotional and intellectual skills toward humans and nature. The purpose of education in this regard is that people in the younger generation who will later become the nation's successors can understand, live, and practice values or norms by passing on all

¹ Maemonah Aghnaita, "Early Childhood Education according to Abdurrahman An-Nahlawi and Maria Montessori," *Al-Athfal: Jurnal Pendidikan Anak* 6, no. 2 (2020): 121–134; Nazaruddin Abdullah, "Perencanaan Strategik Pendidikan Di Dayah Salafi," *Intiqad: Jurnal Agama Dan Pendidikan Islam* 12, no. 1 (2020): 84–94; Muhammad Afthon Ulin Nuha dan Nurul Musyafa'ah, "Implementation of Quality Management Curriculum in Arabic Learning," *Arabiyyatuna: Jurnal Bahasa Arab* 6, no. 2 November (2022): 417–438.

² Habib Maulana Maslahul Adi dan Nur Romdlon Maslahul Adi, "Pembelajaran Nahwu-Ṣarf di Pesantren dengan Pendekatan Interpretatif: Implikasi Teori Interpretasi Jorge JE Gracia dalam Pembelajaran Kitab Alfiyyah Ibn Mālik," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2022): 20–37; Mufasssirul Alam dan Fikri Maulana, "Manajemen Kurikulum Pesantren Salaf Darul Falah 'Amtsilati' Jepara," *IQ (Ilmu Al-qur'an): Jurnal Pendidikan Islam* 4, no. 02 (2021): 199–220; Muhammad Afthon Ulin Nuha, "The Effectiveness of Using the SQ3R Method in Improving Maharah Qira'ah in Balaghah Learning at Al-Muhibbin Islamic Boarding School Tambakberas Jombang," *Al-Tadris: Jurnal Pendidikan Bahasa Arab* 10, no. 2 (2022): 278–303.

³ Musyarif Ahdar, "THE EXISTENCE OF MEDIA EDUCATION IN IMPROVING THE QUALITY OF HUMAN RESOURCES," *al-Iltizam: Jurnal Pendidikan Agama Islam* 4, no. 1 (2019): 25–36; Hasan Albanna dan Tuti Syafrianti, "Pengaruh Mata Pelajaran Pendidikan Agama Islam (PAI) Dan Keteladanan Orang Tua Terhadap Akhlak Siswa Di SMA Budi Dharma Dumai," *Jurnal Tadzakkur* 2, no. 1 (2020): 29–41; Muhamad Ansori, "Implikasi Pendekatan Multiple Intelligences Menurut Gardner Bagi Pembelajaran Pendidikan Agama Islam (PAI)," *Al-Qodiri: Jurnal Pendidikan, Sosial Dan Keagamaan* 19, no. 3 (2022): 740–752; Muhammad Afthon Ulin Nuha, "Analisis Majas Elipsis Dalam Al-Qur'an Dan Frasa Bahasa Arab," *Jurnal Bahasa Lingua Scientia* 14, no. 1 (2022): 1–14.

⁴ Rahmat Hidayat, "Paradigma Pendidikan Profetik Dalam Konsep Pendidikan Ki Hajar Dewantara Dan Aktualisasinya Di Era Disrupsi," *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 11, no. 1 (2021): 60–73; Subekhan Subekhan dan Syifa Nur Annisa, "Eksistensi Keteladanan Pendidikan Karakter dalam Perspektif Ki Hajar Dewantara," *Geneologi PAI: Jurnal Pendidikan Agama Islam* 5, no. 1 (2018): 34–45.

experience and knowledge, skills, and abilities that are the background of these values and standards-the model in life.⁵

Meanwhile, according to the Education System Law No. 20 of 2003 Article 1 point 1, quoted by Abdillah in his study, Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, morals noble character, as well as the skills needed by himself, the community, the nation, and the state. From some of the meanings above, it can be concluded that education is a learning and teaching carried out by a teacher for the growth and development of a student to succeed in his life.⁶

Of course, in education, students must study hard to achieve their goals. Learning is an interaction that is carried out consciously by educators with students. Learning is a planned process to improve students' abilities inside and outside the room.⁷ Presently, education in Islamic boarding schools indeed uses a curriculum that follows the foundation, where a curriculum is a form of educational change in a better direction.⁸ In the curriculum at Islamic boarding schools, students are required to be more active in the learning process. Educators in the curriculum need to convey learning material well and make the learning process fun, which can make students more engaged and not feel bored during the learning process.⁹

Learning is not the same as teaching. Teaching means conveying the knowledge (teaching materials) to students. Thus, students are considered objects, not subjects.¹⁰ Student only passively accepts what is given by the teacher. On the other hand, the role of the teacher determines,

⁵ Irfan Fadhlullah, "Kritik atas Pemikiran Humanisme Pendidikan John Dewey," *el-Buhuth: Borneo Journal of Islamic Studies* (2019): 43–61; Muhammad Zulfikar Nur Falah et al., "PENDIDIKAN PROGRESIF JOHN DEWEY: RELEVANSINYA DENGAN PENDIDIKAN ISLAM DI INDONESIA," *El-Hekam* 7, no. 1 (2022): 28–38.

⁶ Hamdi Abdillah, "Urgensi Pendidikan Bagi Kepemimpinan," *Alim | Journal of Islamic Education* 4, no. 1 (2022): 81–94.

⁷ Lathifah Abdiyah, "Penerapan Teori Konstruktivistik Dalam Pembelajaran Tematik Di Sekolah Dasar," *ELSE (Elementary School Education Journal)* 5, no. 2 (2021): 127–136; Yudi Ari Adi, Sugiyarto Sugiyarto, dan Zani Anjani Rafsanjani Hsm, "Peningkatan kualitas pembelajaran di KBM Baciyo Yogyakarta," in *Prosiding Seminar Nasional Hasil Pengabdian Kepada Masyarakat Universitas Ahmad Dahlan*, vol. 3, 2021, 684–689; Rifda Amalia, Muhammad Afthon Ulin Nuha, dan Afif Kholisun Nashoih, "Development of Kosbarab Learning Media to Improve Arabic Vocabulary Mastery of Elementary Level Students Based on Android Construct 2," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 10, no. 2 (2022): 145–158.

⁸ Muhammad Cholid Abdurrohman, "Perencanaan Kurikulum Pendidikan Islam," *Rayah Al-Islam* 6, no. 01 (2022): 11–28; Muhammad Afthon Ulin Nuha dan Faedurrohman Faedurrohman, "Manajemen Perencanaan Kurikulum Bahasa Arab (Tinjauan Ontologi, Epistemologi dan Aksiologi)," *Al-Muyassar: Journal of Arabic Education* 1, no. 2 (2022): 203–224.

⁹ Nazri Adlani, "Penguatan Pendidikan Karakter Melalui Penerapan Kurikulum Muatan Lokal Gayo di Madrasah Ibtidaiyah Kabupaten Aceh Tengah," *At-Thullab: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 6, no. 1 (2022): 40–51; Alam dan Maulana, "Manajemen Kurikulum Pesantren Salaf Darul Falah 'Amtsilati' Jepara."

¹⁰ Ulfah Amini, "Upaya Meningkatkan Kualitas Guru Pada Proses Belajar Mengajar Dengan Tema Lingkungan Hidup Melalui Konsepsi Pembelajaran Fragmatika Dinamis," *Hadlloh: Jurnal Pendidikan dan Pengasuhan Anak* 2, no. 1 (2021): 53–58; Muhammad Almi Hidayat dan Rahmah Nurfitriani, "Manajemen Kepala Madrasah untuk Meningkatkan Kedisiplinan Guru dalam Proses Belajar Mengajar di Masa Pandemi Covid-19," *At-Thullab: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 5, no. 2 (2022): 89–100; Nurnaningsih Nurnaningsih, "Penggunaan Metode Artikulasi untuk Mengajar Passive Voice," *Edudikara: Jurnal Pendidikan dan Pembelajaran* 4, no. 1 (2019): 1–8.

meanwhile, in learning, that students are seen not as objects but as subjects. Teachers are expected to be able to design knowledge to provide the most comprehensive opportunity for students to play an active role in building concepts independently or together. In the learning process at Islamic boarding schools, many students still need help understanding the material, especially in the Balaghah subject. Because Balaghah subjects require high understanding and memory.¹¹ Apart from the seriousness of students in listening and understanding the material, the role of an educator is very influential in achieving this goal. Then there must be an appropriate method for a teacher to achieve the learning goals.¹²

Students are entitled to learning that can improve their understanding of learning material. Teachers have an essential role in understanding their students' classroom learning process because learning activities are crucial to the entire learning process in Islamic boarding schools.¹³ So whether or not the learning objectives are achieved depends on the learning process students receive. An educator or teacher must have appropriate learning methods to achieve these goals. Especially in the Balaghah subject, which students often complain about as a boring subject and makes them sleepy. As a result, students will need help understanding and understanding these subjects.

Seeing the reality above, innovation in learning must be carried out by using variations in learning methods so that students can enjoy the lessons that will be given and are active when learning takes place and can master the subject matter quickly because the teacher's role as a media and facilitator in conveying subject matter is vital. Significant in understanding students. One method that the teacher can use is the articulation method. The articulation learning method is a method whose process is like a chain message, meaning that what has been given and explained by the teacher, a student must continue to explain it to other students (his group partner).¹⁴ This is

¹¹ Muhammad Afthon Ulin Nuha dan Nurul Musyafaah, "Majaz Isti'arah Analysis Terms of Mulaim in Arabic Oral Perspective," *LISANUDHAD: JURNAL BAHASA, PEMBELAJARAN DAN SASTRA ARAB* 9, no. 2 (2022): 164–196; Ali Mohammad Ansarifard, Yadollah Maleki, dan Jafar Taban, "Ideological Despotism and its Impact on Social Ethics from the Perspective of the Qur'an and Nahj al-Balaghah," *Medical Law Journal* 14 (2020): 461–471.

¹² Muhammad Afthon Ulin Nuha, "APPLICATION OF IMMANUEL KANT'S PHILOSOPHY IN THE THOUGHT OF RELIGIOUS EDUCATION (PHILOSOPHICAL REVIEW OF CRITICISM, RATIONALISM, AND EMPIRICISM)," *Sunan Kalijaga International Journal on Islamic Educational Research* 6, no. 2 (2023): 25–44.

¹³ Ease Arent, "Pengaruh Model Pembelajaran Artikulasi Dan Model Pembelajaran Numbered Head Together Terhadap Hasil Belajar IPS Siswa Kelas IV SD Swasta Kalam Kudus Pematangsiantar.," *Jurnal Keguruan Sekolah Dasar* 3, no. 2 (2022): 52–64; Darwina Bajer, Muktiono Waspodo, dan Herawati Herawati, "Peningkatan Kemampuan Artikulasi Dan Penguasaan Kosa Kata Melalui Metode Tutor Sebaya Pada Siswa SDLB Kelas Tunarungu," *Jurnal Teknologi Pendidikan* 10, no. 1 (2021): 12–17.

¹⁴ Yuli Afianti dan Suriyani Irmayanti, "MENGATASI KECEMASAN BELAJAR MATEMATIKA SISWA MELALUI METODE PEMBELAJARAN ARTIKULASI KELAS VIII MTS SUBULUSSALAM TAHUN AJARAN 2018/2019," *JURNAL BERKALA MAHASISWA* 1, no. 2 (2019): 6–10; Achmad Djunaedi dan Taufik Taufik, "Penggunaan Metode Kooperatif Model Artikulasi Terhadap Upaya Peningkatan Hasil Belajar Siswa pada Mata Pelajaran PKn Kelas VII SMPN 2 Gangga Kabupaten Lombok Utara," *CIVICUS: Pendidikan-Penelitian-Pengabdian Pendidikan Pancasila dan Kewarganegaraan* (2020): 1–8; Anggi Saputra, "Metode Artikulasi Meningkatkan Kemampuan Berbicara Bahasa Arab" (UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU, 2020); Jumiati Jumiati, "Penerapan Metode Artikulasi Untuk Meningkatkan Aktivitas Belajar Pendidikan Agama Islam Siswa Kelas IV: Application Of Articulation Method To Improve Activities Of Learning Islamic Religious Education For Class IV Students," *Neraca: Jurnal Pendidikan Ekonomi* 7, no. 1 (2021): 7–12.

where the uniqueness of this learning is. The student is required to be able to act as "message recipients" as well as acting as "messengers." The articulation learning method is a learning method that requires students to be active in learning where students are formed into small groups, and each student in the group has the task of interviewing their group mates about the material just discussed.

Applying the articulation learning method is hoped that it will give a stronger emphasis on learning that frees students to choose their thinking abilities, express opinions, respect the views of others and explore their potential because students are actively involved in the learning process, students will feel that learning is fun, effective and fast.

Method

This type of research is field research, namely research whose object is about symptoms or events that occur in community groups. So this research can also be called case research or a case study with a qualitative descriptive approach. A descriptive qualitative approach, namely research that explores a symptom, phenomenon, and existing social reality in a factual and in-depth manner. This qualitative method is a method for collecting data in the form of words or writing and verbally from the people being observed and not in the form of numbers.¹⁵ Researchers use qualitative methods because the data is obtained through observation, interviews, and documentation. This research was carried out at Hasbullah Bahrul Ulum Tambakberas Islamic Boarding School, Jombang.

The research techniques used by researchers are 1) Observation Techniques, a process of observation and memory. Observation is also a data collection technique by observing objects directly in the field. This observation was carried out in a systematic and structured manner regarding what was observed, when, and where it was. This technique was carried out to keep teachers and students in the learning process of Balaghah using the articulation learning method at Hasbullah Bahrul Ulum Tambakberas Islamic Boarding School, Jombang. In this observation technique, the researcher comes directly to the research location by collecting data observed in class when articulation learning occurs. Researchers observed how the implementation of articulation learning methods increases students' understanding; 2) Interview technique, a question and answer conducted by two people to systematically and factually exchange information or ideas.

¹⁵ Iwan Hermawan, *Metodologi Penelitian Pendidikan (Kualitatif, Kuantitatif dan Mixed Method)* (Hidayatul Quran, 2019); Agus Zaenul Fitri; Nik Haryanti, *METODOLOGI PENELITIAN PENDIDIKAN Kuantitatif, Kualitatif, Mixed Method, dan Research and Development* (Malang: Madani Media, 2020), <http://repo.uinsatu.ac.id/23533/1/METODOLOGI PENELITIAN FIX.pdf>; Wahyudin Darmalaksana, "Metode penelitian kualitatif studi pustaka dan studi lapangan," *Pre-Print Digital Library UIN Sunan Gunung Djati Bandung* 5 (2020); Zuchri Abdussamad, *Metode Penelitian Kualitatif* (Makassar: Syakir Media Press, 2021).

This interview technique was used to obtain more in-depth data about the implementation of the articulation learning method on the understanding of the students of the Hasbullah Bahrul Ulum Tambakberas Jombang Islamic Boarding School. In this case, the researcher conducted interviews with related parties, namely, Islamic boarding school caretakers, Balaghah teachers, and two students of Hasbullah Islamic Boarding School Bahrul Ulum Tambakberas Jombang; 3) Documentation Techniques, looking for data on matters being examined in the form of notes, transcripts, books, minutes of meetings, and so on. This documentation method obtains data from letters and documents related to this research problem.

The data analysis used by researchers is the data analysis method by Miles and Huberman:¹⁶

1) Data Condensation, the activities of researchers in summarizing important information, choosing the main things, and focusing on the things that are important when digging for information that has been found at the location research, is called data reduction. With this data reduction, the researcher obtained data from observations, interviews, and documentation according to the researcher's needs. If the data does not match, then the information is not grouped in this data reduction. Thus the reduced data will provide a clearer picture and make it easier for researchers to carry out further data collection and look for it if needed; 2) Data Display, the next step is to display the data. Qualitative research can present data in brief descriptions, charts, relationships between categories, flowcharts, and the like. Furthermore, in saying data, in addition to narrative text, it can also be in the form of graphs, matrices, networks, and charts; 3) Conclusion Drawing/Verification, drawing this conclusion aims to find the results or essence of the data obtained by researchers with valid data.

Result

Implementation of The Articulation Learning Method in Increasing The Understanding of Students in Learning Balaghah

Before implementing the articulation learning method, the Balaghah teacher had prepared a lesson plan beforehand. Activity planning is one factor determining the success of goals in learning. Careful planning is an excellent start to achieving reasonable learning goals.¹⁷ Realizing the importance of planning, Mr. Alil Himam as the Balaghah teacher, made a lesson plan. Mr. Alil Himam says:

"In the preparatory stage before carrying out learning, it is indeed mandatory for all teachers to prepare a learning implementation plan first, as well as myself; I prepared a learning implementation plan that contained the material being taught, the learning method to be used, the teaching materials or teaching

¹⁶ Hikmatul Hardani et al., "Metode penelitian kualitatif & kuantitatif," *Yogyakarta: Pustaka Ilmu* (2020).

¹⁷ Nuha dan Musyafa'ah, "Implementation of Quality Management Curriculum in Arabic Learning"; Ahmad Afif et al., "Manajemen Kurikulum Pendidikan Anak Usia Dini Di Tk Negeri Pembina Jenepono," *NANAEKE: Indonesian Journal of Early Childhood Education* 2, no. 2 (2019): 92–98.

media used, as well as contains competition standards and indicators of achievement of the material.” (Wcr, 6-4-2022)

In the stage before carrying out this lesson, Mr. Alil prepares a learning implementation plan to determine the learning objectives to be achieved, which includes the material, learning methods, and teaching materials that have been selected. KH. Chasib also conveyed this. Chasib argues about what a teacher needs to prepare before carrying out learning. KH. Chasib says:

“preparation from the teacher before carrying out learning, with one of them the teacher makes a learning implementation plan to support the learning process because the learning implementation plan will make it easier for the teacher to teach Miss” (Wcr, 14-4-2022)

Information was obtained from Mr. Alil Himam and KH. Chasib above reinforces the previous report that all teachers at Hasbullah Bahrul Ulum 'Tambakberas Jombang Islamic Boarding School are no exception. Mr. Alil Himam's preparation before the learning process is to make lesson plans in advance and prepare teaching materials to be delivered to students. Balaghah Learning at Hasbullah Bahrul Ulum Islamic Boarding School Tambakberas Jombang refers to the curriculum set by the Bahrul Ulum Islamic Boarding School Foundation. The material discussed in implementing this articulation learning method is the chapter on *tashbib*. Then the teaching material used by Mr. Alil Himam is the book Al-Balaghah Wadhihah to convey *tashbib* material. He plans to apply this articulation learning method with lecture and assignment methods.

An articulation learning method is a form of learning that emphasizes the ability of students to speak fluently or use words clearly in conveying back the material that the teacher has delivered.¹⁸ This articulation learning method requires students to be active in learning. Furthermore, in the implementation stage of the articulation learning method in increasing the understanding of students in learning Balaghah Islamic Boarding School Hasbullah Bahrul Ulum Tambakberas Jombang, the researcher conducted non-participant observations to find out how the process of implementing the articulation learning method took place which Mr. Alil carried out as the Balaghah supporting teacher. In this observation, researchers researched upper-level students, totaling 35 students.

In this observation, the researcher observed how Mr. Alil Himam, in implementing the articulation learning method, increased students' understanding at the upper level of Balaghah learning at the Hasbullah Bahrul Ulum Tambakberas Islamic Boarding School, Jombang. There are three steps carried out, namely, initial activities, core activities, and closing activities.

¹⁸ Agus Miftakus Surur, Moch Erwin Wahyudi, dan M Anggi Mahendra, “Upaya Meningkatkan Motivasi Belajar Siswa Melalui Metode Artikulasi Sebagai Perangsang Timbulnya Kompetensi,” *Journal Focus Action of Research Mathematic (Factor M)* 2, no. 2 (2020): 141–156; Feri Ferdian dan Zaenal Arifin, “Penerapan Metode Artikulasi Sebagai Upaya Peningkatan Pemahaman Siswa,” *eL Bidayah: Journal of Islamic Elementary Education* 1, no. 1 (2019): 17–30; Besse Herdiana, “Penerapan Metode Debat dan Model Artikulasi untuk melihat perbandingan kemampuan Berbicara Siswa kelas XI SMK Negeri Palopo,” *Sang Pencerah: Jurnal Ilmiah Universitas Muhammadiyah Buton* 5, no. 2 (2019): 38–44.

1. Initial Activities

In this initial activity, Mr. Alil Himam started the lesson by greeting. After that, all the students in the class were absent. At this stage, the teacher begins learning by conveying the learning objectives to be achieved and motivating students to be enthusiastic and actively participate in learning the articulation method. As the statement from Mr. Alil Himam, the learning teacher of the Hasbullah Islamic Boarding School Balaghah Bahrul Ulum Tambakberas Jombang stated:

"The implementation of this articulation learning method contains several stages, namely the initial, core, and final stages. In the early stages, before delivering the material, I always convey the learning objectives first and always motivate students to be active in class during the lesson. Then it continues at the core stage of learning and then ends with the closing" (Wcr, 17-5-2022)

The teacher motivates students by giving enthusiasm and motivation why it is necessary to be happy in learning Balaghah. After that, Mr. Alil Himam did an apperception before entering the core activities. The core activities will later be included in the material to be taught by applying the articulation learning method. Appreciation itself is reviewing or repeating last week's fabric that has been introduced. According to Mr. Alil Himam regarding apperception, he said:

"So before moving on to the following material, I always review last week's material / previous material. This is usually called apperception, miss. This appreciation aims to make students still remember the previous material; besides that, this appreciation can increase students' interest in today's learning process. (Wcr, 17-5-2022)

Based on information through observations in class and reinforced by the opinion of Mr. Alil Himam as the Balaghah teacher above, that appreciation is essential before starting new material. Gratitude is critical because it can indirectly assess the student's understanding of their understanding by asking questions about the previous material to the students. The statement of Muhammad Nurul Muflihini of senior students also corroborates this:

"Usually he asks about yesterday's material, then re-explains the previous material together in class a little" (Wcr, 25-5-2022)

Muhammad Zidan (student) also said:

"..if before starting the lesson, Mr. Alil always asks about last week's material, and then both of them are reminded about last week's material, so they don't forget even though they are about to enter new material." (Wcr, 26-5-2022)

In more detail, the following are the results of observations of early articulation learning activities: 1) The teacher greets; 2) Students pray to start the learning process; 3) The teacher takes students' attendance and checks the position, seating, and cleanliness of the class; 4) Students are motivated to show their potential and take an active role in learning and straighten their intentions to seek knowledge solely to seek the pleasure of Allah SWT; 5) Students respond actively to questions about previous material related to the material to be discussed as appreciative; 6) Students listen to the learning objectives according to the material to be delivered; 7) Students listen to the

teacher's explanation about the indicators that will be achieved through learning activities about *tashbih*. It can be outlined the initial activities of implementing articulation learning, the teacher taking attendance, motivating, and giving appreciation to the students.

2. Core Activities

Indicators in Balaghah learning *tashbih* material, namely understanding the meaning of *tashbih*, knowing the pillars of *tashbih*, making and analyzing examples of *tashbih*, and knowing the function of the use of *tashbih*. The teacher explains the material prepared in the previous lesson plan in this core activity. The teacher conveys how learning will be carried out in this core activity. The teacher explains that later each student will be divided into several groups. These groups will later contain two people, namely, with equal friends. The students were asked to discuss with their group mates to re-explain the material the teacher had explained.

In this core activity, Mr. Alil Hiam explained material about the meaning of *tashbih* and explained the pillars that must exist in *tashbih*. He described by one the examples and analyzed them. In the previous week, he had discussed the science of bayan in Balaghah, then the following week, he explained *majaz* and *isti'arah*. When the teacher explains the material, all students listen and pay attention quietly. Every time he presents the material, he is interspersed with questions and answers to the students if there are still things that still need to be understood and understood. Then the students form groups with their equal friends to discuss the material just discussed.

In the observations made by the researcher here, the teacher divided each group with different material because this material includes several sub-discussions. So, each group is diverse when discussing and presenting in front of the sub-discussion. The material is divided into the meaning of *tashbih*, explaining the pillars of *tashbih*, and analyzing examples of *tashbih*. So the teacher divided them into 17 groups, in which one group had three members. Then the one who gets the most material is the analysis of examples from *tashbih*. In more detail, the following are the observations of the core activities of the articulation learning method: 1) At the initial stage for the core activities, Mr. Alil Hiam urged students to open their book with *tashbih* material; 2) After that, the teacher explains the *tashbih* material with the lecture method; 3) On the sidelines of explaining the material the teacher asks the students whether they understand it or not. If there is something to be asked, the student will ask; 4) Then, the teacher forms a group in pairs with their bench mates for the students to discuss; 5) Student as recipients of messages (receiving material) and also conveying messages (delivering material) to their friends; 6) Student take turns interviewing their friends about the material just explained by the teacher; 7) Student exchange opinions about the material they have just received; 8) Student are active in discussions with their peers; 9) The teacher goes around each group to see and at the same time encourages students to

be able to discuss with their group mates actively; 10) Then, students are appointed to come forward with their group mates to explain the material in front of the class to their friends.

From the observations made by the researchers, it can be concluded that the Balaghah teacher, namely Mr. Alil Himam, implemented the articulation learning method through the lesson plan. Observations made by the researcher during the implementation of this articulation learning method, the students were very enthusiastic and enthusiastic when asked to come forward according to their group to explain again, the students did not feel burdened, and it could even be said that they were very confident when they came forward to explain. It can be drawn as an outline of the core activities of articulation learning; the teacher explains the material, the students receive the material, discuss it, and make presentations.

3. Closing Activities

At the end of the learning activity, Mr. Alil Himam summarized the material that had been discussed. The students were allowed to ask again about the material they felt they did not understand. After concluding, Mr. Alil Himam gave individual test questions to be worked on by students in the class to find out the student's absorption of understanding of the material that had been discussed. The question is when it has implemented 2 to 3 meetings using the articulation learning method. Then before closing the lesson, Mr. Alil Himam told the students to continue to be enthusiastic and encouraged them to learn continuously. Mr. Alil Himam also gives them homework before they finish learning.

This was confirmed by several students, one of whom was Ahmad Tajuddin:
"..concluding the material again, while asking whether there are those who don't understand or not. Sometimes they are also given assignments to work on after completion." (Wcr, 13-6-2022)

Zumrotus Sa'adah says:
"..he always concluded again about the material discussed earlier, then told to ask questions if someone didn't understand. and lastly before salam giving us homework to be submitted next week again." (Wcr, 13-6-2022)

From observations and interviews with students, at the final stage of this lesson, Mr. Alil Himam summarized the material that had been discussed and provided opportunities for students to ask questions if there was anything they needed help understanding. Then after being given the treatment two to three times, he gave individual test questions to the students to work on at the Islamic boarding school to find out the student's understanding of the material that had been discussed. Before the lesson was over, Mr. Alil Himam gave messages and motivation to the students to always be enthusiastic and active in studying at Islamic boarding schools. After that, before closing the greeting, he gave homework to the students for them to do at home. The purpose of providing reading is so that the students at the Islamic boarding school can continue to study and open their books even though they are not at the Islamic boarding school. The closing

learning activities can be outlined; the teacher concludes by strengthening the material, motivating, and greeting.

Increasing The Understanding of Students in Learning Balaghah with The Articulation Learning Method

To measure students' level of understanding, teachers carry out learning evaluations. This evaluation activity is carried out to know the success of student learning, such as in increasing students' understanding or learning outcomes. KH. Chasib as the caretaker of the Islamic boarding school, said:

"Evaluation is certain to be carried out by each teacher at the Islamic boarding school, but of course, everything is not too different from what is being done in the form of knowledge that is a question test. There is an evaluation of this project. Usually, the children present can also take oral tests, and also with daily tests" (Wcr, 16-6-2022)

Mr. Alil Himam, the Balaghah teacher, also reinforced KH. Chasib's opinion:
"..all teachers carry out learning evaluations that are not much different, by giving individual assignments in the form of questions or oral tests they are told to make presentations like that." (Wcr, 16-6-2022)

Mr. Alil Himam evaluates at the end of the lesson and on the sidelines of learning by opening questions and answers to students who need help understanding the material. Evaluation of learning is done with three aspects: cognitive, affective, and psychomotor. Assessment of this mental aspect is in the form of oral and question tests-evaluation of affective elements in the form of daily students in the classroom. Evaluate the psychomotor aspects of skills on how students can read, write, and understand the material well about the material. Oral tests in the form of each group coming forward by explaining the material previously explained.

Evaluation by assessing students orally from the presentation of students when moving forward. From the oral test, Mr. Alil Himam can evaluate the level of understanding of students who already understand and those who don't. Mr. Alil Himam's question test is given during daily tests or when meeting two or three times. In addition to providing oral and written examinations in the form of daily trials, he gave homework to students before learning was over. As stated by Mr. Alil Himam:

"In the evaluation to find out the understanding of students or the success of students in learning, there are three. The first is when in direct learning, I like to intersperse with questions to children or children who ask when they don't understand; from there, I can assess which students are willing to be active, and asking questions can be a point for their grades. Then the second is with an oral test; in this articulation lesson, it happens that when they have discussed it, I will order them to advance according to their group by explaining the material again. So I took the score for the oral test from the students' understanding when explaining in front of them. The third gives a test in the form of questions related to the material; if time permits, they must do it at the Islamic boarding school. But when there is not

enough time to do it at the Islamic boarding school. and give daily tests after the material is finished." (Wcr, 6-7-2022)

Laila Mubarakah also confirmed this:

"..We were told to go according to the group to the next; then, we were told to explain the material discussed earlier. Sometimes if we have enough time before going home, we are given questions to work on. But if the time is up, then the question was made for homework" (Wcr, 6-7-2022)

Likewise, what Nur Jannah said:

"... Told to come forward one by one with the group. Usually, Mr. Alil Himam also gives us homework at the Islamic boarding school."(Wcr, 6-7-2022)

Below are assessment indicators to measure students' understanding when students discuss and present material. Assessment of attitude observation (Discussion) includes cooperation, activeness, participation, initiative, and responsibility. The presentation assessment includes fluency in explaining, activeness in the discussion, and mastery of the material. Evaluation in learning is always related to the assessment of knowledge, skills, and daily tests to measure students' success levels during the learning process. The review of this knowledge is in the form of working on questions, while the assessment of skills is something that the students directly apply. Implementing the learning method will significantly affect students' learning outcomes. Therefore according to what Mr. Alil Himam said:

"Yes, there is an increase in students' understanding, seen from the results of their work on questions, their grades go up, and also when they express their opinions in front of the class about the material from where it can be seen that they quickly catch on when I explain the material." (Wcr, 15-7-2022)

The statement of the students can justify this; Nur Laili said:

"Yes, my level of understanding had increased more when I applied the new learning method." (Wcr, 15-7-2022)

Wildan Kusuma also said:

"Yes, I feel that my understanding of the material has increased because being asked to explain the material again makes it easy to remember and understand quickly." (Wcr, 15-7-2022)

From observations and interviews conducted by researchers, it can be concluded that applying the articulation learning method to upper-level Balaghah learning at Hasbullah Bahrul Ulum Tambakberas Jombang Islamic Boarding School can improve students' understanding. Student learning outcomes in terms of knowledge assessment in the form of working on questions the value of the students went up. In the assessment of skills by the teacher when they asked questions, and then when they came forward to explain the material again, it was good and said to be good enough for increasing the understanding of the Hasbullah Bahrul Ulum Tambakberas Jombang Islamic Boarding School students in Balaghah learning. The following is the conclusion of the student's knowledge of Balaghah learning.

Understanding of Student	Total	Percentage
Very Good	20	57.1%
Good	10	28.6%
Enough	5	14.3%
Less	0	0%
Very Less	0	0%

Factors Supporting and Inhibiting The Implementation of Articulation Learning Methods in Increasing Students' Understanding of Balaghah Learning

This supporting factor aims to support the success of applying a learning method. The supporting factors make the learning process more conducive and comfortable.¹⁹ Factors supporting the implementation of the articulation learning method in Balaghah learning at the Hasbullah Bahrul Ulum Tambakberas Jombang Islamic Boarding School include the availability of adequate Islamic boarding school facilities and infrastructure, proper and clean classes for learning process activities to create a comfortable atmosphere for the students, the existence of a complete guidebook, as well as serious students when guided in the learning process takes place.

This is to the statement from Mr. Alil Himam as the Balaghah teacher:

"The Islamic boarding school has provided an adequate infrastructure. The infrastructure at this Islamic boarding school is said to be complete and quite good. One of the supporting factors can be implementing a learning process with adequate infrastructures, such as clean and comfortable classroom conditions, then a clean learning area and blackboards in good condition. Then there is the completeness of the Balaghah Wadhibah book, provided for each student and students willing to be invited to contribute properly during the lesson, including supporting points for this learning process." (Wcr, 18-8-2022)

This statement was reinforced by KH. Chasib says:

"You can see for yourself, Miss, a strong and good class building is one of the reasons that Islamic boarding schools have provided good facilities and infrastructure to support the learning process. Then we have maximized the space in the classroom so that the students are comfortable in the learning process." (Wcr, 18-8-2022)

Mr. Fakhrudin, a teacher at the Islamic boarding school, said:

"One of the main supporting factors is the availability of books. The learning process will not be done properly without a complete learning book. Then from the Islamic boarding school itself, the form of support is to carry out good learning activities by facilitating facilities and infrastructure, such as clean classrooms, sturdy buildings, and complete media such as blackboards and so on." (Wcr, 18-8-2022)

From the information above, the supporting factors cannot be separated from adequate facilities and infrastructure. Then the completeness of textbooks also includes the most important supporting factors to support the success of a lesson. In the observations of researchers, Islamic

¹⁹ Muhammad Afthon Ulin Nuha, "آراء مهدي المخزومي في تيسير النحو وتوظيفها في إعداد كتاب النحو التعليمي لطلاب الجامعة كياهي", "الحاج عبد الحليم باتشت موجوكرطا" (Universitas Islam Negeri Maulana Malik Ibrahim, 2020); Naniek Kusumawati, "Penggunaan Model Pembelajaran Kooperatif Tipe Artikulasi dengan Metode Studi Lapangan untuk Meningkatkan Hasil Belajar IPA Kelas II SDN Pagotan 01," *PROCEEDING UMSURABAYA* 1, no. 1 (2021).

boarding schools have provided adequate facilities and infrastructure. They are in good condition, as well as the completeness of the Balaghah learning book, and several students contributed well during the Balaghah learning process. Another supporting factor comes from the teacher himself. Teachers who manage the class well can make students happy when learning. Likewise, the researchers have observed that when learning, the Balaghah teacher can liven up the class atmosphere well so that students don't feel bored.

The inhibiting factors for implementing the articulation learning method in Balaghah learning at the Hasbullah Bahrul Ulum Tambakberas Jombang Islamic Boarding School include the diversity of characteristics of the students, some students are diligent, and some students are lazy to study. There are differences in intelligence in each student. The number of various characteristics and personalities possessed by students hinders the implementation of the articulation learning method. As stated by Mr. Alil Himam, the Balaghah teacher:

"The factor that hinders the implementation of this learning may be many students with different personalities and characteristics. Some students are diligent, and some are lazy when learning takes place. But, Alhamdulillah, even though some students were classified as lazy, they still paid attention to me when explaining. It could also be from family environmental factors; some families place too much emphasis on children always being better than their friends so that children in the class feel afraid if the grades they get don't match what their parents want. Then other influences from the environment when the family is used to being undisciplined can be passed on to their children when they come to class late, and things like that" (Wcr, 27-8-2022)

This was also confirmed by Mr. fakhruhin, a teacher at the Islamic boarding school:
"Maybe the only inhibiting factor is the students in class; there are many students with various personalities; some are diligent, some are lazy. The same goes for their different levels of intelligence. Those who are lazy usually tend to be late or forget to bring their books." (Wcr, 27-8-2022)

In this case, KH. Chasib, the Head of the Boarding School, argues:
"The inhibiting factor is only in each student himself because individuals are different in character; they can become obstacles to the learning process, such as those who don't carry books, then sleep in class" (Wcr, 28-8-2022)

From the data that has been described, the researcher confirms that here the form of the inhibiting factor for the articulation learning method is the many different characteristics of the students; some students are lazy and diligent; lazy students tend to often fall asleep in class, and like to be late when entering class. Then in terms of the different intelligence of the students and factors from the family environment of the students. While the obstacles in the learning process using the articulation method, namely students who are used to learning using the lecture model become less interested, this does not become a serious obstacle to the learning process because it is covered by the existence of group divisions which make students more enthusiastic and understand the learning process.

From the information above, some students could be more diligent, such as arriving at class not on time, then not a few miss their books. Mr. Alil Himam as the Balaghah teacher, has a way of minimizing factors that can hinder the learning process by gently admonishing the students so that their hearts of the students can melt. Then another inhibiting factor based on information from the teacher is the factor of the family environment.

Discussion

In implementing the learning process, a component is needed to complement each other to achieve success in the learning process. The components in question are the appropriate components put forward by Muhammad Firgah in his research *Strategi Pengelolaan Komponen Pembelajaran Bahasa Arab di Madrasah Aliyah Muhammadiyah Limbung Kabupaten Gowa*,²⁰ these components include learning objectives, teachers, students, learning methods, learning media, teaching materials, and learning evaluation. Regarding this explanation, the learning process of the articulation method in learning Balaghah Islamic Boarding School Hasbullah Bahrul Ulum Tambakberas Jombang is by the opinion above. Implementing the articulation learning method at the Hasbullah Bahrul Ulum Tambakberas Jombang Islamic Boarding School is appropriate because there are teachers, students, media, learning methods, teaching materials, and learning evaluation.

Before carrying out the learning process of the articulation method, the Balaghah teacher has made a lesson plan in advance, making it easier to carry out the learning process. Learning planning is a design made by the teacher for success in the learning process.²¹ Careful planning is a good start to achieving good learning goals. Teachers, as subjects in teaching, must optimize the learning process by preparing good learning plans. In this case, according to what was said by Mr. Alil Himam as the Balaghah teacher, before carrying out this lesson, Mr. Alil Himam prepared a lesson plan to determine the goals to be achieved, materials, teaching materials to be used, and predetermined learning methods.

According to Adib in his research entitled *Metode Pembelajaran Kitab Kuning di Pondok Pesantren*, learning methods are used to shape the curriculum (long-term learning plans), design

²⁰ Muhammad Firgah, "STRATEGI PEBGELOLAAN KOMPONEN PEMBELAJARAN BAHASA ARAB DI MADRASAH ALIYAH MUHAMMADIYAH LIMBUNG KABUPATEN GOWA," *Al-Maraji: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2019): 75–88.

²¹ Ana Nurhasanah, Reksa Adya Pribadi, dan Renna Apriliana, "PENGARUH PERENCANAAN PEMBELAJARAN TERHADAP PENINGKATAN KUALITAS DAN MUTU PENDIDIK DALAM KEGIATAN MENGAJAR DI SDN BANJAR 1," *Didaktik: Jurnal Ilmiah PGSD STKIP Subang* 7, no. 02 (2021): 619–627; Sri Putrianingsih, Ali Muchasan, dan M Syarif, "Peran Perencanaan Pembelajaran Terhadap Kualitas Pengajaran," *INOVATIF: Jurnal Penelitian Pendidikan, Agama, dan Kebudayaan* 7, no. 1 (2021): 138–163; Muhammad Kholilur Rosyid et al., "Manajemen Perencanaan Pembelajaran Aktif di Lembaga Kursus Bahasa Arab Al-Azhar Pare Kediri," *Lisania: Journal of Arabic Education and Literature* 3, no. 1 (2019): 1–20; Nuha dan Faedurrohman, "Manajemen Perencanaan Kurikulum Bahasa Arab (Tinjauan Ontologi, Epistemologi dan Aksiologi)."

learning materials, and guide learning in class or others.²² From the theory above, this research data applies a learning method that aims to control and guide students in the class to achieve the learning goals.

Based on research data, it can be seen that the implementation of the articulation learning method in Balaghah learning at Hasbullah Bahrul Ulum Tambakberas Jombang Islamic Boarding School takes place through several steps: (1) The teacher conveys all the lesson objectives to be achieved in *tashbih* material and motivates students to be involved in learning activities. As well as doing apperception beforehand to stimulate students to be excited during the learning process (2) The teacher presents information to students with lectures, namely by directly explaining *tashbih* material. (3) The teacher explains to the students to form discussion groups in pairs according to their seatmates. There are several stages in the learning process activities, namely the initial, core, and final stages. The teacher starts learning at the initial activity stage by conveying the learning objectives in *tashbih* material. The teacher motivates students to be enthusiastic and active in learning with the articulation method. After that, the teacher conducts an apperception before entering the core activities. The core activities will later be included in the material to be taught by applying the articulation learning method. Appreciation itself is reviewing or repeating last week's material that has been taught.²³ Based on the data obtained through classroom observations and interviews, it is clear that appreciation is important before starting new material. Appreciation is necessary because it can indirectly assess the student's understanding of their understanding by asking questions about the previous material to the students.

The teacher conveys how learning will be carried out at the core stage or implementation activities. The teacher explains that later each student will be divided into several groups. These groups will later consist of two people with their bench mates. The students were asked to discuss with their group mates to re-explain the material the teacher had explained. Then the teacher explains the material about *tashbih* and gives examples. The teacher explains the material interspersed with questions and answers to the students if there are still things that still need to be understood and understood. After that, all students form groups with their peers to discuss the material that has just been discussed. After discussing, each group will be asked to come forward to present the material discussed with their friends in front of the class. When the students presented in front of the class, each group in pairs showed their ability to explain the material well, so the other students listened well.

²² Abdul Adib, "Metode Pembelajaran Kitab Kuning Di Pondok Pesantren," *Jurnal Muftadiin* 7, no. 01 (2021): 232–246.

²³ Fitria Dwi Prasetyaningtyas, "Inovasi Model Quantum Learning Menggunakan Teori Apersepsi Berbasis Karakter untuk Meningkatkan Kualitas Pembelajaran Matakuliah Pendidikan IPS SD," *ELSE (Elementary School Education Journal): Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar* 3, no. 2 (2019): 1–6.

The Articulation learning method is learning with a chain message system, the message that will be brought in the subject matter studied at that time. Technically, each student must pass on the message and explain it to other student (his group partner). According to Ferdian and Arifin, in the journal “Penerapan Metode Artikulasi Sebagai Upaya Peningkatan Pemahaman Siswa”, Articulation is that students are required to be able to act as recipients of messages as well as acting as messengers.²⁴ Meanwhile, Surur, et.al argues that the articulation learning method is a learning method that requires students to be active in learning.²⁵ As for Jumiati's opinion, articulation is what we define as structures in the brain that involve the ability to speak (speech area), read, or other word processing and additional areas of movement.²⁶ From the explanation of the theory above, it can be concluded that this articulation learning method requires a student to play an active and independent role in the classroom. In practice, the articulation learning method trains students to speak in front of them with high self-confidence. It can assess students' understanding abilities when interviewing friends or when presenting in front of the class.

After all, students take turns presenting material with their groups, and the teacher concludes and reinforces the material discussed that day. Before closing the lesson, the teacher gave homework to the students according to what was said by one of the students, and at the end of the lesson, the teacher gave another assignment. Then the teacher closes the lesson by giving motivation and short messages to students to keep their enthusiasm for learning.

To find out the success of student learning, such as by measuring the level of understanding of students or student learning outcomes, it is necessary to carry out a learning evaluation. By what the researchers found, the teacher evaluated at the end of the lesson and on the sidelines of learning by opening questions and answers to students who did not understand the material. Evaluation is a deliberate and purposeful activity. Evaluation activities are carried out consciously by the teacher to obtain certainty regarding the success of students' learning and provide input to the teacher about what he is doing in teaching activities. In other words, the evaluation carried out by the teacher aims to find out whether the material taught has been mastered by the students or not.²⁷ In addition, whether the teaching activities are what is expected.

According to Abdurrahman, evaluation implies an action or process in determining the value of something.²⁸ Meanwhile, according to Fitriani, defining evaluation is a planned activity to

²⁴ Ferdian dan Arifin, “Penerapan Metode Artikulasi Sebagai Upaya Peningkatan Pemahaman Siswa.”

²⁵ Ibid.

²⁶ Ibid.

²⁷ Khoirul Faizin, “Evaluasi Kurikulum Pembelajaran Bahasa Arab di STAI Attanwir Bojonegoro,” *Al-Idaroh: Jurnal Studi Manajemen Pendidikan Islam* 4, no. 1 (2020): 74–85; Uswatun Chasanah dan Andi Prastowo, “EVALUASI KURIKULUM PEMBELAJARAN BAHASA ARAB UNTUK PERBAIKAN MUTU AKADEMIK DI MI MAMBAUL MA'ARIF,” *Ta'allum: Jurnal Pendidikan Islam* 9, no. 2 (2021): 272–299.

²⁸ Abdurrahman Abdurrahman, “EVALUASI PELAKSANAAN KURIKULUM DI MADRASAH IBTIDAIYAH,” *Realita: Jurnal Bimbingan dan Konseling* 5, no. 2 (2021).

find out the object's state using instruments, and the results are compared with benchmarks to obtain conclusions.²⁹ The theory carries out the research data by the evaluation carried out by the teacher, namely the learning evaluation, which contains three aspects, cognitive aspects, affective aspects, and psychomotor aspects. Evaluation of the cognitive aspects is in the form of oral tests and question tests-evaluation of affective aspects in the form of daily students in the classroom. Evaluate the psychomotor aspects of skills on how students can read, write, and understand the material well about the material.

Oral tests by the teacher in the form of each group advancing to the front by explaining the material previously explained. With this oral test, the teacher assesses the students on their activeness when discussing and the form of their skills in presenting in front of them. The test questions teacher does are giving questions during daily tests or at meetings by giving assignments to work on. In addition to giving oral and written tests in the form of daily tests, the teacher gives homework to students before learning is over. According to what was said in the data presented above by Mr. Alil Himam, the evaluation to determine the student's level of understanding was carried out using a question or oral test when they presented the material in front of them. The data above can be analyzed that the evaluation used by the teacher can contain several aspects-cognitive aspects of knowledge in the form of written and oral tests. The affective aspect of students' behavior in everyday life when learning takes place is more precisely the morals of students in learning. The psychomotor aspect is the ability to understand and explain the material well.

As said by the Balaghah teacher in the explanation of the research results above, there is an increase in the value of the students when articulation learning is applied. The values of the students are in the form of values from their daily lives when learning Balaghah takes place, as well as the values of the knowledge of the students in the form of doing questions, as well as the values of the skills of the students in the form of presenting the material. From this, it can be concluded that applying the articulation learning method to Balaghah learning at the Hasbullah Bahrul Ulum Tambakberas Jombang Islamic Boarding School can increase students' understanding. The learning outcomes of the students increased in terms of assessing their knowledge and skills of the students.

The research data shows that the supporting factors for the implementation of the articulation learning method in Balaghah learning at the Hasbullah Bahrul Ulum Tambakberas Jombang Islamic Boarding School include the availability of adequate Islamic boarding school facilities and infrastructure, proper and clean classes for the learning process activities to create a

²⁹ Ainikke Zakiyyatul Fitriani, "Evaluasi Program E-Learning pada Prodi Pendidikan Bahasa Arab Universitas Muhammadiyah Yogyakarta dengan Model CIPP," *Mabaraat: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2021): 109–127.

comfortable atmosphere for the students, complete manuals, as well as students who are serious when guided in the ongoing learning process.

The inhibiting factors in implementing the articulation learning method in Balaghah learning at the Hasbullah Bahrul Ulum Tambakberas Jombang Islamic Boarding School include the diversity of characteristics of the students, some students are diligent, and some students are lazy to study. There are differences in intelligence in each student. The number of various characteristics and personalities possessed by students hinders the implementation of the articulation learning method. Factors from the family environment and students' behavior in the classroom reflect their family situation. Many of the classic problems faced by teachers come from the family environment. Unfavorable habits in the family environment, such as being disorderly, disobedient to discipline, excessive freedom, or being too constrained, are the background that causes students to violate in class. Then parents put too much pressure to get the best. Making children in the class feel afraid and anxious when they get bad grades, students become individuals who don't want to share with friends or are stingy with the knowledge they gain.

From the data that has been described, the researcher confirms that here the form of the inhibiting factor in the articulation learning method is the many different characteristics of the students; some students are lazy and diligent, and lazy students tend to often sleep in class and tend to be late when entering Islamic boarding schools. Then in terms of the different intelligence of the students and factors from the family environment of the students. While the obstacles in the learning process using the articulation method, namely students who are used to learning using the lecture method become less interested, this does not become a serious obstacle to the learning process because it is covered by group divisions which make students more enthusiastic and understand the learning process.

Conclusion

Implementation of articulation learning methods in increasing students' understanding of Balaghah learning at the Hasbullah Bahrul Ulum Tambakberas Jombang Islamic Boarding School through several stages, including a) The teacher makes lesson plans, the teacher conducts apperception, b) The teacher conveys the learning objectives to be achieved in learning material Balaghah *tashbih*, c) The teacher explains *tashbih* material with lectures, d) The teacher forms groups in pairs with equal friends, e) The teacher goes around each group to see and at the same time encourage students to be able to discuss with their group mates actively. f) Students are appointed to come forward with their group mates to present the material to their friends in front of the class. Furthermore, the teacher carries out a learning evaluation to measure the increase in students' understanding. The evaluation used by the teacher in implementing the articulation learning

method in increasing students' understanding of Balaghah learning at Hasbullah Bahrul Ulum Tambakberas Jombang Islamic Boarding School can contain several aspects. The first aspect is cognitive knowledge in the form of written and oral tests. The affective aspect of students' behavior in everyday life when learning takes place is more precisely the morals of students in learning. The psychomotor aspect is the ability to understand and explain the material well. Meanwhile, the supporting factors for implementing the articulation learning method in increasing students' understanding of Balaghah learning at the Hasbullah Bahrul Ulum Tambakberas Jombang Islamic Boarding School include adequate facilities and infrastructure. Then the completeness of the textbook also includes the most important supporting factors to support the success of a lesson. In the observations of researchers, Islamic boarding schools have provided adequate facilities and infrastructure. They are in good condition, as well as the completeness of the Balaghah learning book, and several students contributed well during the Balaghah learning process. While the inhibiting factors for the implementation of the articulation learning method in increasing students' understanding of Balaghah learning at the Hasbullah Bahrul Ulum Tambakberas Jombang Islamic Boarding School are the different personalities and characteristics of the students, some students are diligent and lazy, lazy students sometimes sleep in class or come to class late. Then the other inhibiting factors are the factors from the students' family environment.

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